

BUSINESS AND PERSONAL LAW
(BUS PERSLAW)

4560

Business and Personal Law is a business course that provides an overview of the legal system. Topics covered include: Basics of the Law, Contract Law, Employment Law, Personal Law, and Property Law. Both criminal and civil trial procedures are presented. Instructional strategies should include mock trials, case studies, professional mentoring, job shadowing, field trips, guest speakers, and Internet projects.

- Recommended Grade Level: 11-12
- Recommended Prerequisite: Business Foundations
- Credits: A one- or two-credit course over one or two semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course
 - Course content standards/performance expectations and Indiana Academic Standards integrated at: <http://www.doe.in.gov/octe/bme/curriculum/contentstandards.htm>
- Teacher Requirements: <http://doe.in.gov/dps/licensing/assignmentcode>
- Career Clusters: A recommended component for career pathways in all Indiana career clusters since legal issues are a part of every career cluster. A recommended component for several career pathways in the following career clusters:
 - Business, Management & Administration
 - Finance
 - Information Technology
 - Government & Public Administration
 - Hospitality & Tourism
 - Marketing, Sales & Service
- Career pathway information: <http://www.doe.in.gov/careerpathways>

Course Content Standards and Performance Expectations

BL 1 Basics of the Law

BL 1.1 Content Standard: Students evaluate ethics and the law.

Performance Expectations

- BL 1.1.1** Identify consequences of unethical and illegal conduct
- BL 1.1.2** Explain a person's responsibility under the law
- BL 1.1.3** Compare the relationship between law and ethics
- BL 1.1.4** Debate and solve difficult ethical and legal problems
- BL 1.1.5** Demonstrate the way social forces may sometimes conflict

BL 1.2 Content Standard: Students assess the sources of the law in the United States and State of Indiana.

Performance Expectations

- BL 1.2.1** List the most common sources of the law
- BL 1.2.2** Interpret the basic freedoms guaranteed by the Bill of Rights and describe several key Constitutional amendments beyond the Bill of Rights
- BL 1.2.3** Classify the powers and limitations of the federal government as stated in the Constitution
- BL 1.2.4** Locate, interpret, and apply specific statutes, ordinances, and administrative regulations

- BL 1.2.5** Evaluate specific cases by stating the facts, finding the legal question, applying the law, and resolving the issue
- BL 1.2.6** Discuss the rights to privacy including Internet and e-mail access and Internet and e-mail usage

BL 1.3 Content Standard: Students outline the structure of the criminal and juvenile justice systems.

Performance Expectations

- BL 1.3.1** Compare and contrast the basic structure of the federal, state, and local court system
- BL 1.3.2** Differentiate among cases that belong within the jurisdiction of the federal, state, and local court systems
- BL 1.3.3** Compare the role of the juvenile court with the role of other courts within a state
- BL 1.3.4** Distinguish among the roles of the legal professionals, such as judges, lawyers, and paralegals

BL 1.4 Content Standard: Students evaluate procedural law.

Performance Expectations

- BL 1.4.1** Define and explain the advantages and disadvantages of litigation and alternate dispute resolution (ADR).
- BL 1.4.2** Distinguish between civil and criminal law
- BL 1.4.3** Compare and contrast the steps in a civil law suit with the steps in a criminal prosecution
- BL 1.4.4** Evaluate the consequences of violating criminal law and remedies available in civil law.

BL 1.5 Content Standard: Students assess substantive law.

Performance Expectations

- BL 1.5.1** Differentiate among categories of crime, such as felonies, misdemeanors, and infractions
- BL 1.5.2** Categorize different types of crimes, such as murder, manslaughter, burglary, battery, arson, forgery, and embezzlement
- BL 1.5.3** Determine several defenses to civil and criminal acts, including computer crimes, such as the insanity defense and self-defense
- BL 1.5.4** Evaluate and give examples of negligence, intentional torts, and product liability
- BL 1.5.5** Explain the concept of strict liability and describe the circumstances under which it is imposed
- BL 1.5.6** Illustrate the differences between procedural and substantive law.
- BL 1.5.7** Outline the various types of federal and state statutes designed to combat computer crime

BL 1.6 Content Standard: Students analyze the legal rules that apply to the environment and energy regulation

Performance Expectations

- BL 1.6.1** Describe the various federal statutes including National Environmental Policy Act, The Clean Air Act, The Clean Water Act, and The Toxic Substance Control Act that impact upon the environment
- BL 1.6.2** Review the various state statutes that impact the environment
- BL 1.6.3** Describe the various federal agencies that affect energy regulation and conservation

BL 2 Contract Law

BL 2.1 Content Standard: Students discover the concepts and principles fundamental to contract law.

Performance Expectations

- BL 2.1.1** List the elements required to create a contract
- BL 2.1.2** Differentiate among classes of contracts, such as bilateral and unilateral; express and implied; and oral and written
- BL 2.1.3** Illustrate how offer and acceptance along with consideration can create contractual rights and duties
- BL 2.1.4** Define and distinguish between different types of consideration and list the exceptions to the requirements of consideration
- BL 2.1.5** Examine the ways that assent can be disrupted, such as fraud, non-disclosure, misrepresentation, mistake, duress, and undue influence
- BL 2.1.6** List the essential information that should be included under the statute of frauds and explain the parole evidence rule
- BL 2.1.7** Discover the ways a contract can be discharged
- BL 2.1.8** Outline breach of contract and the remedies available when a contract is breached
- BL 2.1.9** Assess capacity and identify people who lack contractual capacity
- BL 2.1.10** Ensure contracts legality and compare unconscionability to illegality.

BL 2.2 Content Standard: Students evaluate the concepts and principles fundamental to sales agreements.

Performance Expectations

- BL 2.2.1** Distinguish between a sale of goods and other transactions relating to goods
- BL 2.2.2** Describe the Uniform Commercial Code (UCC) and explain why the UCC has been adopted by the states
- BL 2.2.3** Explain when title and risk of loss pass in a sale of goods
- BL 2.2.4** List and explain the remedies of the buyer and seller when the sales contract is breached
- BL 2.2.5** State when a contract for the sale of goods must be evidenced by a writing
- BL 2.2.6** Identify various types of warranties and describe how each of the warranties may be excluded or modified
- BL 2.2.7** Determine when computer-related contracts are service contracts and when they are sale of goods contracts

BL 3 Employment Law

BL 3.1 Content Standard: Students analyze the role and importance of employment law as it relates to the conduct of business in the marketplace.

Performance Expectations

- BL 3.1.1** Determine what questions can and cannot be asked during an employment interview or on an application
- BL 3.1.2** Identify which tests, such as aptitude, psychological, polygraph, and drug testing an employee or applicant may be asked to take
- BL 3.1.3** Explain the doctrine of employment-at-will and describe the wrongful discharge exceptions
- BL 3.1.4** Explain the difference between disparate treatment and disparate impact in discrimination cases

- BL 3.1.5** Identify legislation that regulates employee rights, such as Title VII of the Civil Rights Act, Americans with Disabilities Act, the Age Discrimination in Employment Act, and the Family and Medical Leave Act
- BL 3.1.6** Identify legislation that regulates employment conditions, such as the Fair Labor Standards Act, the Immigration Reform and Control Act, and the Occupational Safety and Health Act
- BL 3.1.7** Determine legislation which guarantees worker benefits, such as unemployment insurance legislation, pension protection legislation, workers' compensation legislation, and social security legislation
- BL 3.1.8** Identify legislation that regulates union activities, such as the National Labor Relations Acts, the Taft-Hartley Act, and the Landrum-Griffin Act and collective bargaining

BL 3.2 Content Standard: Students analyze the role and importance of agency law as it relates to the conduct of business in the marketplace.

Performance Expectations

- BL 3.2.1** Distinguish between an agent and individuals, such as independent contractors, real estate brokers, bailees, and trustees and the relationships created
- BL 3.2.2** Differentiate among the types of agents and their authority, such as express, incidental, customary, and apparent
- BL 3.2.3** Outline the duties of an agent and principal in the relationship
- BL 3.2.4** Identify the different types of power of attorney
- BL 3.2.5** Describe when and how an agent or principal can become liable to a third party in a contract
- BL 3.2.6** List and explain the methods by which an agency can be terminated

BL 4 Personal Law

BL 4.1 Content Standard: Students analyze the functions/uses of commercial paper

Performance Expectations

- BL 4.1.1** Explain the importance and function of commercial paper
- BL 4.1.2** Identify and explain the essential elements of a negotiable instrument
- BL 4.1.3** Describe the different types of negotiable instruments and different types of endorsement
- BL 4.1.4** Explain the contractual relationship between the bank and its customers
- BL 4.1.5** Illustrate different scenarios involving stop-payment orders, forgeries and material alterations
- BL 4.1.6** Outline the Check 21 Act and its effect on banking and electronic signature
- BL 4.1.7** Demonstrate an understanding of the concept of "negotiability" and distinguish it from "assignability"

BL 4.2 Content Standard: Students outline the legal aspects of credit

Performance Expectations

- BL 4.2.1** Explain the nature of a letter of credit and the liabilities of the various parties to a letter of credit
- BL 4.2.2** Compare and contrast the major types of collateral
- BL 4.2.3** Describe a secured transaction and explain the requirements for creating a valid security interest
- BL 4.2.4** Compare secured credit sales of consumer goods and secured credit sales of inventory
- BL 4.2.5** Explain how a lien is created, released, and discuss lien priority

- BL 4.2.6 Explain the rights of the parties upon the debtor's default
- BL 4.2.7 Compare and contrast a contract of suretyship and a contract of guaranty
- BL 4.2.8 List the requirements for becoming a holder in due course and explain the rights of a holder in due course
- BL 4.2.9 List and explain the universal defenses available against all holders

BL 4.3 Content Standard: Students prioritize the concepts and functions needed to make insurance buying decisions.

Performance Expectations

- BL 4.3.1 Compare and contrast insurance the different types of life, property, and health insurance
- BL 4.3.2 Differentiate between requirements for an insurable interest for property insurance with those needed for life insurance
- BL 4.3.3 Discuss the impact of laws on insurance

BL 4.4 Content Standard: Students outline the processes involved in bankruptcy.

Performance Expectations

- BL 4.4.1 Describe and discuss the various types of bankruptcy
- BL 4.4.2 Compare the differences between voluntary bankruptcy and involuntary bankruptcy cases
- BL 4.4.3 Identify and discuss alternatives to bankruptcy
- BL 4.4.4 Identify debts which are not extinguished by bankruptcy
- BL 4.4.5 Categorize the liquidation hierarchy of asset distribution and the administration of the debtor's estate
- BL 4.4.6 Explain the future effects of bankruptcy on credit cards, revolving loans, and debit cards

BL 4.5 Content Standard: Students evaluate the concepts and processes needed for estate planning including wills, powers of attorney, and medical directives

Performance Expectations

- BL 4.5.1 Identify the requirements necessary for a valid will
- BL 4.5.2 Define testamentary capacity and testamentary intent
- BL 4.5.3 Distinguish between signing, attesting, and publishing a will
- BL 4.5.4 Explain how a will may be modified or revoked
- BL 4.5.5 Distinguish between the protection given to spouses and to children under the law of wills, including Indiana's inheritance statutes
- BL 4.5.6 Identify the responsibilities of an executor or administrator in the settlement of an estate
- BL 4.5.7 Identify the rights and duties of beneficiaries
- BL 4.5.8 Explain what happens to a decedent's estate when a person dies without a will
- BL 4.5.9 Describe the probating and contesting of a will
- BL 4.5.10 Identify the key characteristics of medical directives including living wills and other types of powers of attorney

BL 4.6 Content Standard: Students assess the concepts and processes needed to plan a trust

Performance Expectations

- BL 4.6.1 Differentiate among the various types of trusts, such as charitable, private, spendthrift, revocable, and irrevocable trusts
- BL 4.6.2 Identify the powers and duties of trustees
- BL 4.6.3 Explain the advantages and disadvantages of doing estate planning

BL 4.7 Content Standard: Students appraise the concepts, functions, and processes of domestic relations law.

Performance Expectations

- BL 4.7.1** Define marriage and explain the rights and obligations that are involved in marriage
- BL 4.7.2** Contrast the age requirements for marriage under the laws of different states and federal legal systems
- BL 4.7.3** Identify the issues and concerns that might be included in a prenuptial agreement
- BL 4.7.4** Identify the states that recognize common law marriages versus ceremonial or civil marriages
- BL 4.7.5** Contrast annulment, divorce, and dissolution proceedings
- BL 4.7.6** Describe the law as it relates to the distribution of property in a divorce
- BL 4.7.7** Outline the law of domestic relations as it relates to child custody, parenting time (visitation), and support
- BL 4.7.8** Explain laws governing emancipation

BL 5 Property Law

BL 5.1 Content Standard: Students analyze the legal rules that apply to personal property.

Performance Expectations

- BL 5.1.1** Define real property, personal property, and fixtures and explain why property distinctions are important
- BL 5.1.2** List different methods by which property is acquired (i.e. gift law, finders/keepers law)
- BL 5.1.3** Define intellectual property and list types of intellectual property including how it relates to computer law issues
- BL 5.1.4** Identify the forms of co-ownership of personal property
- BL 5.1.5** Explain how a bailment is created and describe the standard of care bailees are required to exercise over bailed property
- BL 5.1.6** Explain the effect of a sale-on-consignment and a sale-on-approval
- BL 5.1.7** Identify a common carrier's liability for loss or damage to goods
- BL 5.1.8** Determine a hotel keeper's liability

BL 5.2 Content Standard: Students analyze the legal rules that apply to real property.

Performance Expectations

- BL 5.2.1** Distinguish between a lease and a deed
- BL 5.2.2** Compare liens, licenses, and easements and explain the differences
- BL 5.2.3** Classify the major estates in land and describe the features of each
- BL 5.2.4** List and describe the forms of co-ownership of real property
- BL 5.2.5** Illustrate the method of transferring title (deeding) to real property
- BL 5.2.6** Describe the kinds of rental relationships that landlords and tenants may create
- BL 5.2.7** Identify federal, state, and local statutes that affect the landlord-tenant relationship
- BL 5.2.8** Explain the rights and obligations of landlords and tenants on the termination of a lease
- BL 5.2.9** Describe the function of warranty and quit claim deeds
- BL 5.2.10** Determine methods of transferring real property other than by sale

Indiana Academic Standards Integrated in Business and Personal Law

English/Language Arts

Standard 1

READING: Word Recognition, Fluency, and Vocabulary Development

- 11.1.3 Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.
- 12.1.3 Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.

Standard 2

READING: Comprehension (Focus on Informational Materials)

- 11.2.1 Analyze both the features and the rhetorical (persuasive) devices of different types of public documents, such as policy statements, speeches, or debates, and the way in which authors use those features and devices.
- 11.2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.
- 11.2.3 Verify and clarify facts presented in several types of expository texts by using a variety of consumer, workplace, and public documents.
- 11.2.4 Make reasonable assertions about an author's arguments by using elements of the text to defend and clarify interpretations.
- 11.2.5 Analyze an author's implicit and explicit assumptions and beliefs about a subject.
- 11.2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.
- 12.2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.
- 12.2.3 Verify and clarify facts presented in several types of expository texts by using a variety of consumer, workplace, public, and historical documents.
- 12.2.5 Analyze an author's implicit and explicit assumptions and beliefs about a subject.
- 12.2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.

Standard 4

WRITING: Process

- 11.4.4 Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.
- 12.4.10 Accumulate, review, and evaluate written work to determine its strengths and weaknesses and to set goals as a writer.
- 12.4.11 Revise, edit, and proofread one's own writing, as well as that of others, using an editing checklist.

Standard 5

WRITING: Applications (Different Types of Writing and Their Characteristics)

- 11.5.6 Use varied and extended vocabulary, appropriate for specific forms and topics.
- 12.5.6 Use varied and extended vocabulary, appropriate for specific forms and topics.

Standard 6

WRITING: English Language Conventions

- 11.6.2 Produce writing that shows accurate spelling and correct punctuation and capitalization.
- 12.6.2 Produce writing that shows accurate spelling and correct punctuation and capitalization.

Economics

Standard 1

- E.1.3 Identify and explain broad economic and social goals, such as freedom, efficiency, equity, security, growth, price stability, and full employment. (Civics and Government)
- E.1.10 Use a decision-making model to analyze a public policy issue affecting the student's community. (Civics and Government)

Standard 2

- E.2.5 Recognize that consumers ultimately determine what is produced in a market economy (consumer sovereignty).
- E.2.6 Explain the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure.
- E.2.10 Demonstrate how government wage and price controls, such as rent controls and minimum wage laws, create shortages and surpluses. (Civics and Government)
- E.2.12 Illustrate how investment in factories, machinery, new technology, and the health, education, and training of people increases productivity and raises future standards of living. (Individuals, Society, and Culture)

Standard 3

- E.3.1 Compare and contrast the following forms of business organization: sole proprietorship, partnership, and corporation.
- E.3.2 Identify the three basic ways that firms finance operations (retained earnings, stock issues, and borrowing) and explain the advantages and disadvantages of each.
- E.3.8 Identify laws and regulations adopted in the United States to promote competition among firms. (Civics and Government)
- E.3.9 Describe the benefits of natural monopolies (economies of scale) and the purposes of government regulation of these monopolies, such as utilities. (Civics and Government)
- E.3.11 Describe how the earnings of workers are determined by the market value of the product produced and workers' productivity.

Standard 4

- E.4.1 Explain the basic functions of government in a market economy. (Civics and Government)
- E.4.4 Explore the ways that tax revenue is used in the community. (Civics and Government)
- E.4.5 Identify taxes paid by students. (Civics and Government)

Standard 5

- E.5.5 Analyze the impact of events in United States history, such as wars and technological developments, on business cycles. (History)
- E.5.10 Analyze the unemployment rate in the community.
- E.5.11 Propose solutions for addressing issues of unemployment in the community. (Civics and Government)

Standard 6

- E.6.4 Describe the organization and functions of the Federal Reserve System. (Civics and Government)
- E.6.5 Compare and contrast credit, savings, and investment services available to the consumer from financial institutions.
- E.6.7 Research and monitor financial investments, such as stocks, bonds, and mutual funds.
- E.6.8 Formulate a credit plan for purchasing a major item comparing different interest rates.

Standard 7

- E.7.3 Describe the negative impacts of unemployment and unintended inflation on an economy and how individuals and organizations try to protect themselves. (Individuals, Society, and Culture)
- E.7.6 Analyze how the government uses taxing and spending decisions (fiscal policy) to promote price stability, full employment, and economic growth. (Civics and Government)

Standard 8

- E.8.10 Identify skills individuals need to be successful in the workplace. (Individuals, Society, and Culture)

US Government

Standard 1

The Nature of Citizenship, Politics, and Government

- USG.1.8 Define and provide examples of the rule of law and constitutionalism, which reveal how these two ideas in concert are essential characteristics of limited government. (History; Individuals, Society, and Culture)
- USG.1.9 Explain how the rule of law, embodied in a constitution, limits government to protect the rights of individuals. (History; Individuals, Society, and Culture)
- USG.1.13 Examine fundamental documents in the American political tradition to identify key ideas regarding limited government and individual rights. (History; Individuals, Society, and Culture)

Standard 2

Foundations of Government in the United States

- USG.2.2 Analyze and interpret central ideas on government, individual rights, and the common good in founding documents of the United States.
- USG.2.4 Define and provide examples of foundational ideas of American government, including popular sovereignty, constitutionalism, republic or representative government, federalism, and individual rights, which are embedded in founding-era documents.

Standard 3

Purposes, Principles, and Institutions of Government in the United States

- USG.3.4 Identify and describe provisions of the United States Constitution and the Indiana Constitution that define and distribute powers and authority of the federal or state government.
- USG.3.5 Explain the constitutional principles of federalism, separation of powers among three branches of government, the system of checks and balances, republican government (republicanism) or representative democracy, and popular sovereignty; provide examples of these principles in the governments of the United States and the state of Indiana.

- USG.3.6 Explain the functions of the courts of law in the governments of the United States and the state of Indiana with emphasis on the principles of judicial review and an independent judiciary.
- USG.3.16 Use a variety of sources, including newspapers and Web sites, to identify current state and local legislative issues and examine the influence on the legislative process of political parties, special interest groups, public opinion, the news media, and individual voters. (Economics; Individuals, Society, and Culture)
- USG.3.17 Analyze and evaluate decisions by the United States Supreme Court about the constitutional principles of separation of powers and checks and balances in such landmark cases as *Marbury v. Madison* (1803), *Baker v. Carr* (1962), *United States v. Nixon* (1974), *City of Boerne, Texas v. Flores* (1997), and *Clinton v. City of New York* (1998). (History; Individuals, Society, and Culture)
- USG.3.18 Analyze and evaluate decisions by the United States Supreme Court about the constitutional principle of federalism in cases such as *McCulloch v. Maryland* (1819), *Texas v. White* (1869), *Alden v. Maine* (1999). (History; Individuals, Society, and Culture)
- USG.3.19 Identify a current community issue and the branch or branches of Indiana local or state government that might deal with the issue. Examine ways of participating in the decision-making process about the issue. (Economics)

Standard 5

Roles of Citizens in the United States

- USG.5.8 Analyze and evaluate decisions about rights of individuals in landmark cases of the United States Supreme Court, such as *Whitney v. California* (1927), *Stromberg v. California* (1931), *Near v. Minnesota* (1931), *Brandenburg v. Ohio* (1969), *Texas v. Johnson* (1989), and *Reno v. American Civil Liberties Union* (1997).

US History

Standard 1

Early National Development: 1775 to 1877

- USH.1.1 Explain major ideas about government and key rights rooted in the colonial and founding periods, which are embedded in key documents. (Civics and Government)

Standard 2

Development of the Industrial United States: 1870 to 1900

- USH.2.1 Identify and explain the importance of key events, people, and groups associated with industrialization and its impact on urbanization, immigration, farmers, the labor movement, social reform, and government regulation. (Economics; Civics and Government; Individuals, Society, and Culture)
- USH.2.7 Analyze and evaluate the majority and dissenting opinions of the following landmark decisions of the United States Supreme Court: *Civil Rights Cases* (1883), *Plessy v. Ferguson* (1896), and *United States v. Wong Kim Ark* (1898). (Civics and Government; Individuals, Society, and Culture)

Standard 3

Emergence of the Modern United States: 1897 to 1920

- USH.3.2 Identify and explain the importance of key events, people, and groups associated with problems of industrial capitalism, urbanization, and political corruption.
- USH.3.5 Explain the constitutional significance of the following landmark decisions of the United States Supreme Court: *Northern Securities Company v. United States* (1904), *Lochner v. New York* (1905), *Muller v. Oregon* (1908), *Schenck v. United States* (1919), and *Abrams v. United States* (1919). (Civics and Government; Individuals, Society, and Culture)

Standard 4

The Modern United States in Prosperity and Depression: 1920 to 1940

- USH.4.8 Evaluate the constitutional significance of the following landmark decisions of the United States Supreme Court: *Gitlow v. New York* (1925), *Stromberg v. California* (1931), *Near v. Minnesota* (1931), *Schechter v. United States* (1935), *West Coast Hotel v. Parrish* (1937). (Civics and Government)

Standard 5

The United States and World War II: 1939 to 1945

- USH.5.4 Explain the constitutional significance of the following landmark decisions of the United States Supreme Court: *West Virginia State Board of Education v. Barnette* (1943), *Hirabayashi v. United States* (1943), *Korematsu v. United States* (1944). (Civics and Government; Individuals, Society, and Culture)

Standard 6

Postwar United States: 1945 to 1960

- USH.6.2 Identify and explain the importance of key events, people, and groups connected to domestic problems and policies during the presidential administrations of Truman and Eisenhower.
- USH.6.7 Explain the constitutional significance of the following landmark decisions of the United States Supreme Court: *Dennis v. United States* (1951), *Yates v. United States* (1957), and *Cooper v. Aaron* (1958). (Civics and Government; Individuals, Society, and Culture)

Standard 7

The United States in Troubled Times: 1960 to 1980

- USH.7.1 Identify and explain the importance of key events, people, and groups associated with domestic problems and policies during the 1960s and 1970s.
- USH.7.9 Explain the constitutional significance of the following landmark decisions of the United States Supreme Court: *Heart of Atlanta Motel v. United States* (1964), *Reynolds v. Simms* (1964), *New York Times Company v. United States* (1971), *Roe v. Wade* (1973), and *United States v. Nixon* (1974). (Civics and Government)

Standard 8

The Contemporary United States: 1980 to the Present

- USH.8.1 Identify and explain the importance of key events and people associated with domestic problems and policies from 1980 to 2001.
- USH.8.6 Explain the constitutional significance of the following landmark decisions of the United States Supreme Court: *Westside Community School District v. Mergens* (1990), *Reno v. American Civil Liberties Union* (1997), *Mitchell v. Helms* (2000), and *Bush v. Gore* (2000). (Civics and Government)